MANOR PARK INFANT SCHOOL & NURSERY

Learning Together, Success Forever

SEND Information Report
September 2025

Introduction

Manor Park Infant and Nursery celebrates the differences between all of our children and young people, valuing the contribution which every member makes to the school community and our community as a whole, including the Colonel Frank Seeley Family of Schools.
We recognise and embrace that good quality teaching for all children and young people, and at every stage in a child and young person's journey through early education, school and further education and training, is vital to unlocking their potential. (CoP 2014 1.24)

We strive to ensure that all pupils, including those with Special Educational Needs or Disabilities (SEND), are supported to make good progress and achieve their full potential. Our inclusive curriculum, dedicated to meeting the needs of each child, enables all pupils to be included fully in the life of our school and its community.

Quality first teaching is vital; however, for some children, there are occasions when further positive support may be needed to help them achieve their targets. Pupils with Special Educational Needs or Disabilities (SEND) are supported in a variety of ways: through differentiated activities, adult support, intervention groups and support from outside agencies.

The five broad 'areas of need' recognised by Nottinghamshire Local Authority are:
• Cognition and Learning
• Social, Emotional and Mental Health Difficulties
• Communication and Interaction
• Sensory and Physical Needs
• Anxiety Related Needs

What is the Local Offer?

The LA Local Offer

- The Children and Families Bill of 2014 states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25.

This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

The Local Offer provides information for children and young people with Special Educational Needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies, including education, health and social care. Click the link below to see Nottinghamshire's local offer.

www.nottinghamshire.sendlocaloffer.org.uk

Answers to the following questions will provide more information about the Local offer.

Manor Park Infant and Nursery, and how we can support your child

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?
2. What are the different types of support available for children with SEND in our school?
3. How can I let the school know that I am concerned about my child's progress in school?
4. How will the school let me know if they have any concerns about my child's learning in school?
5. How is extra support allocated to children, and how do they progress in their learning?
6. Who are the other people providing services to children with SEND in this school?
7. How are the staff in school helped to work with children with SEND, and what training do the teachers have?
8. How will the teaching be adapted for my child with SEND?
9. How will we measure the progress of your child in school?
10. What support can we offer for you as a parent of a child with SEND?
11. How is Manor Park accessible to children with SEND?
12. How will we support your child when they are joining, leaving or moving within this school?
13. How will we support your child's emotional and social development?
14. What impact is Manor Park having on our children with SEND?

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be the use of adaptive teaching strategies or targeted work and additional support. The class teacher will inform the Special Education Needs/Disabilities Co-ordinator (SENCO) where necessary.
- Writing Pupil Progress targets on PEN Passports (Personal educational needs passport/IEPs), which could be based on the smaller steps outlined in B Squared/Small Steps/Progression Steps, for those children who may require them. The teacher will share and review these with parents at least once each term, and plan for the next term.
- Personalised teaching and learning for a child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs Rachel Bower
SENCO Assistant: Mrs Leanne Brooks
Responsibilities:

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
  i) Involved in supporting your child's learning
  ii) kept informed about the support your child is getting
  iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may come into school to help support your child's learning, e.g. Speech and Language Therapy, SIS (schools inclusion services), Educational Psychology, etc.
- Updating the school's SEN Provision Map (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that a record of your child's progress and needs is kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher, Miss Stefanie Hanson,
is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO assistants and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Link Governor: Jenny Alexander Brown is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

Question 2

What are the different types of support available for children with SEND in our school?
a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).
For your child, this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class in a way which suits their needs.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific targeted group work
- Intervention, which may be within the classroom or led by a teacher or a teaching assistant (TA).

b) Specialist support offered by outside agencies

- Local Authority central services, such as the Specialist Inclusion Support (SIS), Healthy Families team, the Education Psychology Service (EPS), or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse
- Outside agencies such as GAP (Gedling Area Partnership) for support with social, emotional and mental issues.
- MHST – Mental Health support team (CAMHS)

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. SIS or an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard', and asking relevant professionals for support. These referral systems take place termly and include the Colonel Frank Seely Academy of school representatives. If support is then allocated, it may help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional may offer support to the school and work with your child's class teacher for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and/or lifelong.

This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also have or require an EHCP (Education, Health and Care Plan) to identify and support their complex needs.

Your child may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Specialist Inclusion Support (SIS), the Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse/Healthy Families Team
- Outside agencies such as GAP (Gedling Area Partnership)/MSHT

  For your child, this would mean

For some children (depending on need):

- The school (or you) may feel the need to request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) appear complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Question 3

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO)
- Mrs Rachel Bower
- SENCO Assistant: Mrs Leanne Brooks
- Head Teacher: Miss Stefanie Hanson
- The school SEN Governor, Jenny Alexander Brown, can also be contacted for support

(They can be contacted via the school office on 0115 9652472)

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Consider how we as professionals can support you and your family at home.
- Discuss with you any referrals to outside professionals to support your child.

Question 5

How is extra support allocated to children, and how do they progress in their learning?

The school budget, received from Nottinghamshire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCO discuss all the information they have about individuals with SEN in the school, including:

- The children are getting extra support already,
- The children needing extra support,
- The children who have been identified as not making as much progress as would be expected.
- The school follows a clear graduated response to any concerns.

From this information, they decide what resources/training and support are needed.

- The school identifies the needs of SEN pupils on an individual provision map. This identifies all support given within the school and is reviewed regularly, and changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Question 6

Who are the other people providing services to children with SEND in this school?

School provision may include

- Teachers responsible for teaching SEN groups/individuals
- Teaching Assistants working with either individual children or small groups
- Teaching Assistants offering support for children with emotional and social development needs, either as individual children or small groups
- Family SENCO offering support across the family of schools

The SENCO will seek advice, as appropriate and in consultation with you, around individual pupils, from external support services through the termly Springboard meetings:

- Early Help Unit and Multi-Agency Safeguarding Hub
- School and Families Specialist Services
- Speech and Language Therapy Service
- Community Paediatrician
- Occupational Therapist/Physiotherapist
- Physical Disability Support Service
- Personal, Social and Educational Development (PSED) Team (MHST/CAMHs or GAP)
- Healthy Families Team

Question 7

How are the staff in school helped to work with children with SEND, and what training do the teachers have?

The SENCO's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC), Speech and Language

difficulties (SLT), Communication, Cognition and Learning, Social emotional needs, Physical and Sensory difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the SIS Team or Educational Psychologists.

Question 8

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class (including using BSquared targets) and will ensure that your child's needs are met.
- Where necessary, due to the complexity of need, planning will be bespoke to individuals and closely matched to their area of need and stage of development.
- Support staff, under the direction of the class teacher, can make reasonable adaptations to planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for specific BSquared targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head teacher/SENCo every half term in the prime areas during Foundation Stage and reading, writing and maths in Key Stage 1.
- If your child is in Reception or above, a more sensitive assessment tool can be used if required, which shows their attainment in more detail – breaking learning down into smaller steps (BSquared).
- All teachers carry out assessments at the end of each year
- Where necessary, children will have a PEN Passport (Personalised Educational Plan) with individual targets based on BSquared assessments, which may be set by outside agencies specific to their needs. Targets will be set using these assessment levels and designed to accelerate learning and diminish the gap. Progress against these targets will be reviewed regularly and a future made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review (twice a year for children under the age of 5 years) with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Children's work is looked at regularly (book scrutiny), Learning walks and lesson observations are carried out by the SENCO and other members of the Senior Management Team, to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Question 10

What support can we offer you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENCO/SENCO assistant is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Termly SENCO drop-in sessions are offered throughout the year
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, through a report.
- Personal progress targets will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Question 11

How is Manor Park accessible to children with SEND?

- The school is fully compliant with Physical Disability Support Service (PDSS) requirements.
- The school is on a single level with easy access and double doors.
- There is an on-site disabled toilet and changing facilities.
- We ensure, wherever possible, that the equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible/adapted for children with SEN.

Question 12

How will we support your child when they are joining, leaving or moving within this school?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible.

If your child is joining us from another school:

- The SENCO will visit the previous educational setting or home if appropriate.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new setting and key workers
- Your child will be able to visit our school and stay for a new starter's session and possibly additional visits should they require it.
- The SENCO will arrange any multiagency meetings appropriate to support you and your family.
- An agreed transition plan may be arranged between the school, home and other involved agencies.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- Your child may be provided with a 'Transition book' to support them in understanding moving on with photos of their new setting and key workers
- We will make sure that all records about your child are passed on as soon as possible.
- Additional visits will be arranged and facilitated should they be required. We will endeavour to make regular and planned transition visits to your child's new school with your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance, and in every case, a planning meeting will take place with the new teacher. The new teacher will be invited to the child's termly review meeting before joining their class, where PEN Passports, targets and provision maps will be shared.
- Your child may be provided with a 'Transition book' to support them in understanding moving on, with photos of their new classroom and key workers
- Additional visits to their new class may be arranged
- A bespoke transition package may be provided and shared with parents depending on the complexity of the child's needs.

In Year 2:

- The SENCO/SENCO assistant will discuss the specific needs of your child with the SENCO of the child's receiving Junior school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child at Manor Park.
- Your child may be provided with a 'Transition book' to support them in understanding moving on, with photos of their new classroom and key workers

Question 13

How will we support your child's emotional and social development?

We are an inclusive school, centred on providing life-long, enquiry-based, aspirational, relevant and nurturing support for ALL. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development (SCARF). However, for those children who find aspects of this difficult, we offer/will organise as appropriate.

- ELSA support from our trained emotional literacy support assistant.
- Where appropriate, the Forest Schools club is run for specific children. This is designed for children to learn how to cooperate in a small group and be responsible for looking after a living environment.
- Children can access the school's sensory room as part of a structured intervention
- Lego club is also available and led by trained TAs
- Fun-Fit sessions can also be accessed as part of a planned intervention.
- Further training and support for staff from other professionals to address individual needs, such as the Behaviour Support team (GAP)
- If your child still needs extra support, with your permission, the SENCO will access further support through the LA referral processes to outside agencies, e.g. MHST, CAMHS, CAF/EHAF
- Lunchtime and playtime support through planned activities and groups, including planned nurture group sessions, is available to those who may need it.
- Staff will be available in the mornings to meet and welcome all children. Specific meet and greet support can be put into place to ensure a smooth transition between school and home for identified children.
- We ensure that different aspects of Pupil Voice are heard within class and small group discussions

Where can I access more information?

- Manor Park Infant and Nursery School SEN Policy
- School website SEND page

Notts Help Yourself:

- https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9

Ask Us Nottinghamshire:

- https://askusnotts.org.uk/parents-carers

Department for Education:

- https://www.gov.uk/education/special-educational-needs-and-disability-send-and-high-needs

Useful contacts/telephone numbers

• Ask Nottinghamshire 0115 8041740

- LA SEND: 0300 500 8080
- Social Services: 01623 520520
- CAMHS 01623 969 1300
- Calverton Family Hub: 01159773752